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AUTHOR Grove, Cornelius Lee
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ABSTRACT

Prepared as a predeparture orientation program for high school students participating in an exchange experience within the United States, this publication may also be useful to any adolescent or adult about to relocate within the United States. Materials are divided into a student handbook and a leader's guide. The student handbook focuses on four topics, each covered in a separate section: expectations, themes and variations in American life, characteristics of American regions, and success as an intercultural sojourner. In section 1, students describe their uncertainties and fears regarding their impending trip. Section 2 helps students examine certain American values and characteristics such as success, assertiveness, time consciousness, and restlessness. Section 3 describes different cultural regions within the United States, including "Dixie," the American "breadbasket," New England, Alaska, the islands and MexAmerica. In the final section, students read case studies and consider a number of interpersonal skills that may help them have a more successful exchange experience. Each section has supplementary readings which encourage students to consider additional questions related to cultural diversity. The leader's guide contains activities and explanations to accompany the student handbook. For each activity, goals, materials, time requirements, and procedures are outlined. Activities revolve around reading, discussion, group work, and reports. (LP)

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PREPARING FOR AN AMERICAN ADVENTURE

- Participant's Manual
- Leader's Guide

AFS International/Intercultural Programs

Cornelius Lee Grove, Ed.D.

afs International Intercultural Programs
313 East 43rd Street, New York, N.Y. 10017

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Special introduction to "Preparing for an American Adventure" for users who find this material in the ERIC system.

"Preparing for an American Adventure" was developed as a pre-departure orientation program for high school students participating in an exchange experience wholly within the United States of America. It may be useful for anyone (young adolescent to adult) who is about to relocate, temporarily or permanently, within the United States.

"Preparing for an American Adventure" covers four principal topics:

1. Expectations
2. Theme and Variation in American Life
3. Characteristics of American Regions
4. Success as an Intercultural Sojourner

Appropriate materials and exercises for the use of trainees are included in the participant manual, which follows immediately. Also included is a leader's guide, which gives specific directions for covering each topic.

These materials were prepared by AFS International/Intercultural Programs, Inc., for use with students participating in the U.S.A. Program, a six-month intra-U.S. exchange experience. The author of the materials was Dr. Cornelius Lee Grove, Director of Research for AFS. He was assisted by Bettina Hansel, Research Specialist. The materials were developed and originally pilot-tested in 1982.

For more information about these and other materials about the United States and its culture, or about AFS exchange experiences for adolescents and adults, write to AFS International, 313 East 43rd Street, New York, New York 10017, U.S.A.

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PREPARING FOR AN AMERICAN ADVENTURE

A Guide for U.S.A. Program Regional Pre-Experience Orientation

afs

Pilot Test Edition

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Name: _____ Home State: _____

Building: _____ Room No.: _____

Group Leader: _____ _____ Group No.: _____

Orientation Schedule and Details

Meeting Topic or Activity	Time	Location

Departure Details

	City	Day	Date	Time	Bus or Airline
LEAVE:	_____	_____	_____	_____	_____
ARRIVE:	_____	_____	_____	_____	_____

Transit information (if applicable)

	City	Day	Date	Time	Bus or Airline
LEAVE:	_____	_____	_____	_____	_____
ARRIVE:	_____	_____	_____	_____	_____

The only distinguishing characteristic of the American character I've been able to discover is a fondness for ice water.

-- Mark Twain

Welcome to the U.S.A. Program! The AFS volunteers and staff members who have worked to organize this intercultural experience hope and expect that you will benefit from your participation, not only as an American but also as an individual human being.

This is your personal copy of *Preparing for an American Adventure*. You will use it under the guidance of your group leader during these few days of orientation that precede your intercultural homestay. The four main divisions of this handbook correspond to the four principal topics that you will discuss with your fellow participants during this orientation program:

- *Expectations*, in which you will be encouraged to bring into sharper focus your hopes and fears concerning your U.S.A. Program experience;
- *Theme and Variation in American Life*, in which you will examine certain values generally accepted by the American people with the goal of understanding the extent to which these *vary* from place to place;
- *Characteristics of American Regions*, in which you will have an opportunity to learn from -- and to challenge -- the point of view of a widely traveled journalist about the characteristics of ten geographic regions covering the entire North American continent; and
- *Success as an Intercultural Sojourner*, in which you will consider a number of interpersonal skills that may help you have a more successful intercultural experience.

You will notice that the page facing this one does not have one of these four headings; rather, it is entitled *Food for Thought*. There are other pages of this type here and there throughout this handbook. They probably will not be dealt with during your group discussions sessions. Perhaps you'll find a chance to look at them on your own time, and to ponder whatever ideas they bring to your mind.

Best wishes for an enjoyable and profitable intercultural experience.

Expectations

List below two of your expectations about your U.S.A. Program experience that are *positive* and that you hope will come true.

1.

2.

List below two of your expectations about your U.S.A. Program experience that are *negative* and that you hope will *not* come true.

1.

2.

At the end of this session (when directed to do so by your group leader), explain below how one or two of your expectations were made *more realistic* by the discussions you have had with your group leader and group members.

1.

2.

Give me serenity to accept the things I cannot change, courage to change the things I can, and wisdom to know the difference.

My questions, problems, uncertainties, and fears . . . and some answers, solutions, reassurances, and reasons why I need not be afraid.

My first question:

The answer:

My second question:

The answer:

My third question:

The answer:

A question someone else had that I hadn't even thought of:

The answer:

Over the past 50 years or so, anthropologists and other social scientists have learned a great deal about the habits of thoughts and patterns of behavior that, broadly speaking, are characteristic of the American people. These shared characteristics might be called the *cultural themes* of American life. Here are a few of these distinctly American themes.

ASSERTIVENESS: In comparison with people from many other cultures, most Americans tend to be candid and outspoken, and to share very readily with others a wide range of facts about their personal lives. They expect "direct" questions, to which they respond with "straight" answers. When they have disagreements or become angry with each other, they usually try to resolve their differences in a face-to-face meeting rather than by relying on the services of a go-between. In dealing with others who are seeking advice or guidance, Americans try to be as objective and accurate as possible, whereas people from a number of other cultures try to say something that the other person will find pleasing. And Americans tend not to worry very much about causing another person to "lose face," unlike people from many other (especially Oriental) cultures. For all these reasons, Americans are seen by people from other cultures as assertive, even aggressive, in their relationships with friends, colleagues, and acquaintances.

INFORMALITY: Americans are among the most informal people on earth. A good way to make a bad impression in the United States is to "pull rank" or to insist that protocol or ritual govern your dealings with others. When Americans meet another person for the first time, an air of friendliness and familiarity often develops very early in the encounter, so that an observer would find it difficult to tell if the two people are newly introduced strangers or old acquaintances. People from other cultures in the U.S. often feel that the relationships of subordinates to their superiors are disrespectful or downright rude, for in many other cultures a degree of formality and social distance characterizes such relationships even when the parties have known each other for a long time. One reason why Americans de-emphasize status differences is because of their belief that, at base, all human beings are of equal worth.

LOW COMMITMENT TO FAMILY: The emphases on individualism and on freedom from obligations in the United States have had the effect of loosening the ties between parents and their children. It is quite normal for older American teenagers to expect -- and for their parents also to expect -- that they will leave home soon after graduating from high school, select their occupation and marriage partner with little consultation, settle anywhere in the country (or in the world) they please, and keep in touch by telephone or letter only occasionally. And with respect to grandparents and other relatives (the people who, in many other cultures, would form one's "extended family"), most Americans feel little commitment beyond the occasional visit or communication. These ways of dealing with one's relatives are quite unusual when viewed in world context. In fact, people from some other cultures may be so thoroughly integrated into their families that their concept of "self" may apply to their *entire family*, not to themselves.

EXPLOITATION OF NATURE: Most Americans are able to consume material goods and enjoy technological conveniences to an extent possible only for the rich and well-born in other nations. To maintain this standard of living, Americans use up a percentage of the earth's natural resources that is far greater than their percentage of the earth's population. In dealing with nature, Americans have tended to assume that humans should *take* and should *change* whatever benefits them the most. This attitude may be evolving, since more and more people are realizing the consequences of damaging the environment and depleting resources that are non-renewable. Perhaps in two or three generations the American attitude will be similar to that held in some other cultures: Humans must live in harmony with nature, regardless of the consequences for their lifestyles.

RESTLESSNESS: Constant activity is characteristic of many Americans. They like to get things done; they feel that "variety is the spice of life"; they are uncomfortable with silences; they become impatient when forced to wait. Most Americans find it extremely difficult to sit quietly and do absolutely nothing, in contrast to people from cultures where no special virtue is associated with accomplishing one thing after another. Some Americans change their residences so often that they almost could be considered nomads; many don't feel they've had a proper vacation unless they've traveled hundreds, if not thousands, of miles to exotic places. The distance traveled by some to work each day is greater than that traveled by many people in other countries on the longest journey of their lives! People from other cultures sometimes feel that Americans are driven.

SUCCESS: The self-esteem of individual Americans is largely linked to their ability to "get ahead" in terms of private ownership of money and property, or recognition of their peers, or achievement of difficult but worthy objectives -- or *all* of these. There is a deeply held belief in the U.S., known as "the Horatio Alger myth," that *anyone* -- through hard work, talent, and persistence -- can rise well above the station in life to which he or she was born. The approval shown young people who are intensely ambitious, and the admiration of those who do eventually reach "the top" in one way or another, are two of many evidences of the importance of success in American life. To people from other cultures where one's ascribed status and role in life are deemed permanent and proper, the constant upward striving of Americans is most perplexing.

TIME CONSCIOUSNESS: Americans deal with time as though it were a sort of ribbon coming into view in the future (the direction in which they are facing), rushing past them in the present at a rapid and relentless pace, and disappearing in the past (behind them). The movement of this ribbon of time is a matter of great concern to Americans. They feel that they must measure this movement by knowing exactly what time it is. And they have increasingly applied the value of *thrift* to time, with the result that they are typically preoccupied with concerns such as efficiency, punctuality, speed, and the importance of "saving time." So thoroughly have Americans accepted their assumptions about time that they can scarcely believe, let alone comprehend, that many other peoples have a completely different outlook. Some peoples do not feel that time is rushing by, and don't even think of it as something that is moving like a ribbon; to such people, if the "passage of time" has any meaning at all, it is probably in terms of the change of seasons.

The themes described on the preceding two pages are, of course, broad generalizations. A wide range of variations on these and other themes is known to exist from region to region, from community to community, and from person to person. Use the following continua to generalize about the people in your *home community* with respect to the themes previously discussed. In these continua, (4) represents the characteristic commonly associated with Americans. Is your community a typical (4), or is it a (1), (2), (3), or (5)?

ASSERTIVENESS: In my home community, . . .

(1)	(2)	(3)	(4)	(5)
people are extremely gentle and considerate of each other; they think first of the other person's feelings, and avoid asserting their own preferences so that relationships will remain harmonious.		people think it's important to be direct, accurate, and objective in their dealings with others, but they also take the feelings of others into account and always try to avoid being overly assertive.		people often are very aggressive in their dealings with others; they are consistently outspoken, direct, and objective, and seem rarely to modify their approach in order to avoid hurting feelings.

INFORMALITY: In my home community, . . .

(1)	(2)	(3)	(4)	(5)
people tend to be correct and formal in dealing with just about everyone else; they are informal only when they're in the company of close friends and relatives.		people have different ways of behaving, from very formal to very informal, depending upon the characteristics of the person with whom they're dealing and the type of social context in which they're acting.		people are consistently and extremely informal with everyone, regardless of social circumstances or the occupation, education, wealth, or official position of the person with whom they are dealing.

LOW COMMITMENT TO FAMILY: In my home community, . . .

(1)	(2)	(3)	(4)	(5)
people are deeply committed to their families, including their extended families; leisure-time activities are all family-oriented, and key life decisions are all made with the wishes of one's family being the most important -- or only -- consideration.		people are emotionally attached to members of their families, but they also value their privacy and freedom of choice; they share some leisure-time activities with family members, but when key life decisions have to be made, they balance family wishes against their personal preferences.		people seem to feel little or no commitment to their families; grandparents are virtually ignored, parents move in and out of relationships with little regard for the needs of their children, and children "do their own thing" without consulting their parents, or in defiance of them.

EXPLOITATION OF NATURE: In my home community, . . .

(1)	(2)	(3)	(4)	(5)
people are highly conscious of ecological issues, and are deeply concerned about the damage caused by pollution and depletion of resources that are not renewable; they have changed their lifestyles accordingly.		people have not made any significant changes in their materialistic lifestyles, but they have become concerned about pollution and resource depletion, and are taking action to help protect the environment.		people seem to operate on the assumption that humans rightfully are masters of nature, and that nature exists only for the benefit and enjoyment of humans; they ignore or openly scoff at ecological concerns.

RESTLESSNESS: In my home community, . . .

(1)	(2)	(3)	(4)	(5)
people are quiet, content with the *status quo*, and never rush to get things done; the same people have lived in my community for years, and they seldom travel long distances for any reason.		people keep busy much of the time, and they accomplish some worthwhile things; but they also know how to relax, they don't mind procrastination, and they travel long distances only occasionally.		people seem positively hyperactive; life is a constant whirlwind of activities and projects, people travel long distances frequently, and there is a lot of moving into and out of my community as well.

SUCCESS: In my home community, . . .

(1)	(2)	(3)	(4)	(5)
people have rejected the success ethic; no one seems to strive for upward mobility, and a few actually have dropped out of the "rat race" and have adopted an unpretentious lifestyle.		people try to "keep up with the Joneses," but they're subtle about it; ambition is approved and achievement admired, but status differences are played down and cooperation of people at all levels is quite common.		people feel that everything depends on their ability to *get ahead* of the Joneses; they work long and hard to get to the top, and a few have had mental breakdowns due to the pace and pressure of their lives.

TIME CONSCIOUSNESS: In my home community, . . .

(1)	(2)	(3)	(4)	(5)
people have an extraordinarily relaxed attitude about the passage of time and about being on time; they seem to act as though time were an unlimited resource; they are "laid back."		people treat time as a limited resource and, to some extent, their lives are regulated by the clock; but they are not preoccupied with the relentless passage of time, nor with the idea of saving time.		people seem positively enslaved by that tyrant, the clock; punctuality is very important, as is speed and efficiency; people are preoccupied with saving time, and they abhor anything that seems to waste time.

Briefly described below are three additional themes that anthropologists and other social scientists say are generally characteristic of American life. If they are correct, we should be able to identify in our everyday lives thoughts and events that illustrate the influence of these (and other) cultural themes. See if you can do this. Try to identify something that has happened *since you arrived here at the orientation site* that illustrates these three typically American cultural themes.

FRIENDLINESS: American friendship is typified by warmth, informality, and other signs of acceptance, even toward strangers and mere acquaintances. Americans are not reserved when meeting new people; they "make friends" rapidly. However, in comparison with people from other cultures, Americans assume that friendship involves very few deep commitments and mutual obligations, and that *very* few friendships are likely to last a lifetime.

An illustration of the American way of friendship since I've arrived was . . .

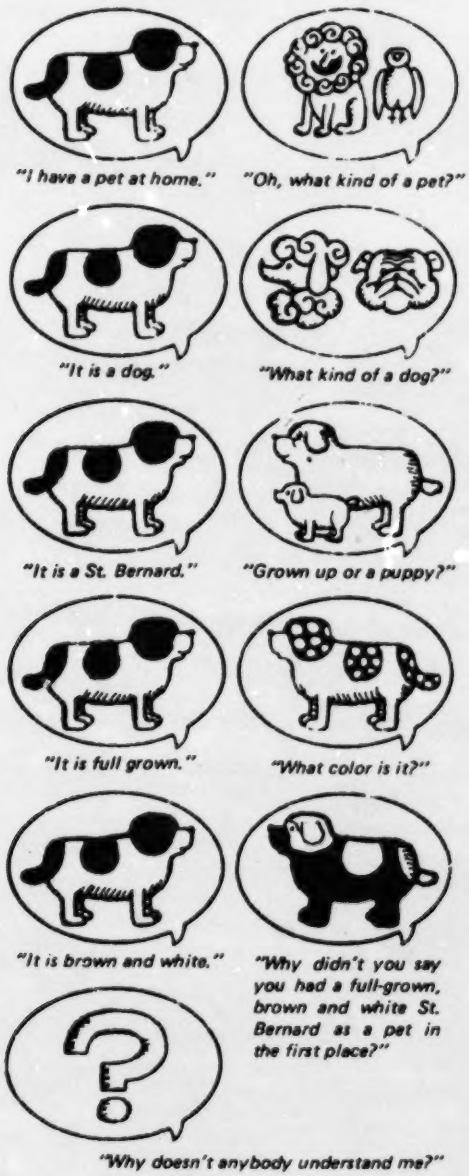
PRAGMATISM: Americans are deeply practical. They are adaptable and realistic, and they rely on "common sense" while being distrustful of theories and other intellectualized abstractions. In making judgements about things, procedures, and other people, they are most interested in whether something *works*, that is, produces useful results. Well known proverbs are "A bird in hand is worth two in the bush" and "Don't bite the hand that feeds you."

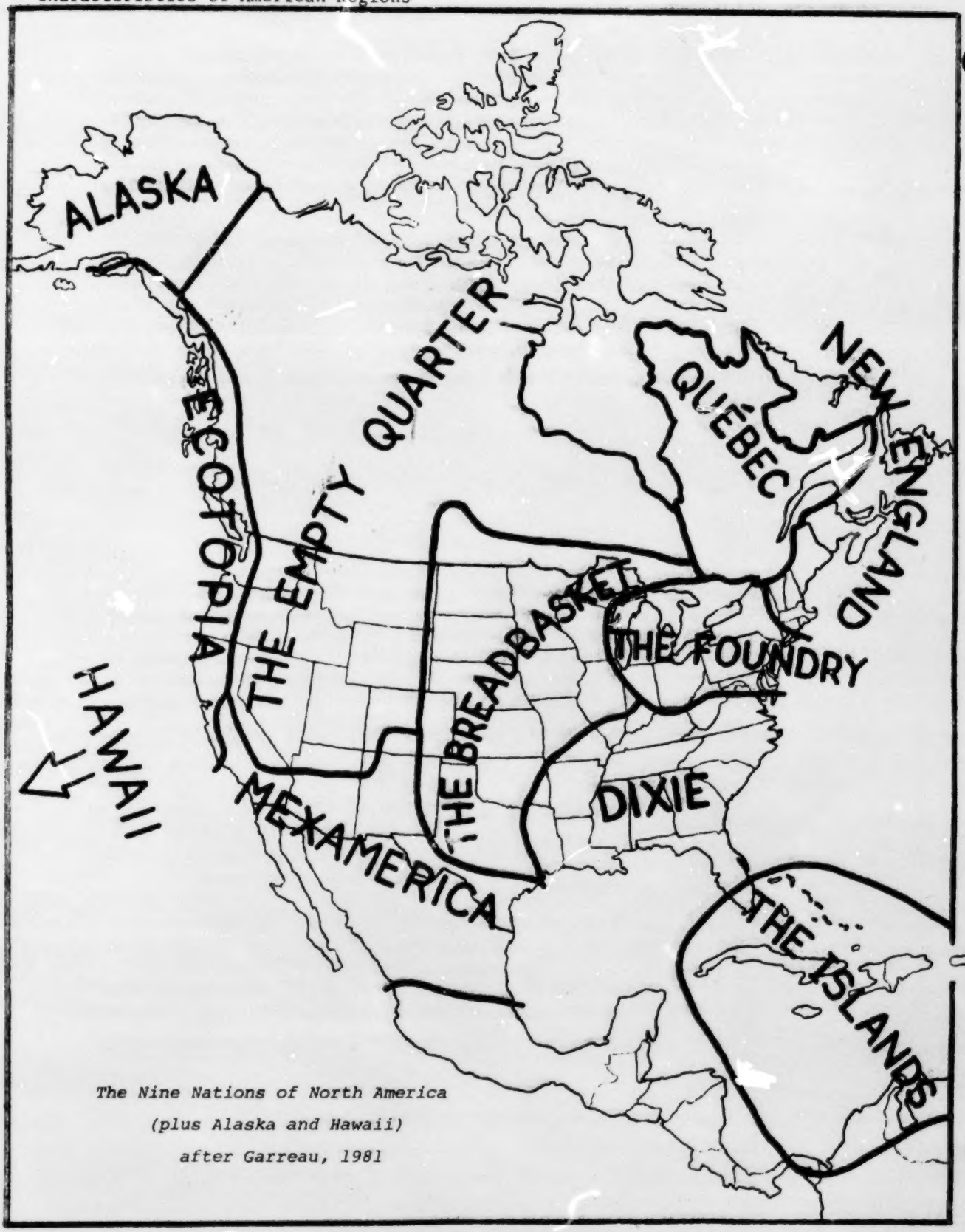
An illustration of the American pragmatic approach since I've arrived was . . .

EFFORT-OPTIMISM: Americans assume that any challenge can be met, any goal achieved, if only a sufficient quantity of time, energy, skill, and will power are applied to the task. Americans are not fatalistic. They often say things like "Where there's a will, there's a way," "If at first you don't succeed, try, try again," "Practice makes perfect," and "Never say die."

An illustration of the effort-optimistic outlook since I've arrived was . . .

ON COMMUNICATION . . . WITHOUT A LANGUAGE BARRIER


"I have a pet at home."
"Oh, what kind of a pet?"
"It is a dog."
"What kind of a dog?"
"It is a St. Bernard."
"Grown up or a puppy?"
"It is full grown."
"What color is it?"
"It is brown and white."
"Why didn't you say you had a full-grown, brown and white St. Bernard as a pet in the first place?"
"Why doesn't anybody understand me?"



The Nine Nations of North America
(plus Alaska and Hawaii)
after Garreau, 1981

Joel Garreau is a journalist for the *Washington Post* who has traveled extensively in North America. On the basis of his thorough knowledge of our continent, he concluded that a good way to understand North America was to think of it as consisting of nine distinct "nations," to which he gave these names:

New England	The Foundry	The Breadbasket
Ecotopia	Québec	Dixie
The Islands	Mexamerica	The Empty Quarter

Garreau also recognized that certain areas within these "nations" are unique in many respects; some of the largest cities on the continent fall into this category, as do the states of Hawaii and (most of) Alaska.

Garreau has shared his view of our continent in a book entitled *The Nine Nations of North America* (Houghton Mifflin, 1981). It is an entertaining account of the people and places he encountered during his many travels.

Right now, you are preparing for your own American adventure. Probably, your journey will take you from one of Garreau's "nations" to another. It might be helpful, therefore, for you to know a little about what Garreau had to say about each one. Below are brief descriptions of ten North American regions based on the information in *The Nine Nations of North America*. (Québec is not included because it's almost completely outside the U.S., but Alaska and Hawaii are included.) On the facing page is a map on which Garreau's regions are shown. Use the map to determine where your home and host communities are located, then study the descriptions of the two appropriate regions. You may wish to read the descriptions of other regions as well.

DIXIE is the only one of Garreau's nine "nations" that is contained wholly within the U.S.A. It is a region that has changed enormously over the past decade or two, and that is diverse in many key ways; therefore, it's difficult to generalize about Dixie. This much can be said, however. Economic growth has not been spectacular -- the growth associated with the "Sun Belt" actually has been confined to a few peripheral areas such as the suburbs of Washington, DC -- but what has occurred has been spread relatively evenly across both rural and urban areas. Dixie is definitely losing its poor, rural characteristic; slowly but surely, it is becoming more urban and more affluent. Yet, no state in Dixie has a per capita income that matches the national average. The greatest change taking place is in attitudes regarding race. People in Dixie tend to remain in stable communities and to have a good sense of "place." In sum, Dixie is a mixture of stability and change.

THE BREADBASKET is the agricultural heartland of North America. At least 80% of all land here is devoted to farming; these farms are huge and require much heavy equipment. The people here are well aware of international events because The Breadbasket accounts for 18% of the *world's* exports of wheat, and events elsewhere can affect them directly. Farming is truly big business, yet ironically farmers have difficulty making ends meet because of the low prices they receive for their products and the high costs they must pay for land and equipment. Social calm and stability characterize The Breadbasket; no forces are tearing society apart, no interest is shown in boom-town economic growth. The population is highly homogeneous, mostly of Northern European extraction. Excellent land-grant colleges serve the youth of the region. In sum, The Breadbasket is the region that "works" better than any other. It is at peace with itself.

THE FOUNDRY was the site of the industrial history of the U.S. until World War II; most of the continent's basic industry still is found here. It is also the most populous of all the regions. But The Foundry is in decline. Its industries are obsolete or are being eclipsed by cheaper competition from abroad; its air and water pollution problems seem intractable; its struggle to integrate widely diverse ethnic groups has never known complete success; its cities are old, gritty, crowded, and still harbor ghettos of poverty and race. Still, the people of The Foundry remain tough and tenacious; they are guided by the Work Ethic more than the people of any other region. Critical needs in The Foundry are reindustrialization of aging facilities and equipment, and revitalization of the crumbling cities; these, in turn, depend on the will to invest capital and labor. The Foundry may be in decline, but its potential remains vast indeed.

NEW ENGLAND is the poorest region in North America. Its agricultural land is bad, its raw materials are few, its population has diminished, and its manufacturing firms have tended to drift off to the South or West. But this region is no longer in decline; stability now is based on fish, recreation, textile and leather goods, and high technology assembly. New Englanders long have been known for their independent temperament; conscious of the historic role their region played in the birth of the U.S., they consider themselves to be living in the only *really* civilized place in North America. The region is replete with institutions of higher education; these have helped to generate an appreciation of high culture, an active interest in politics, a liberal outlook on public issues, and a distrust of big corporations and energy development schemes. In short, New England is a threadbare but intellectually stimulating post-industrial society.

MEXAMERICA is that portion of our continent where Mexican influence is evident in food, fashion, music, advertising, and even language -- "Spanglish." In some states of the region, Chicanos (citizens of Mexican descent) make up 36% of the population; Los Angeles is the second largest Mexican city in the world. Spanish civilization was flourishing in this region before the Pilgrims landed at Plymouth Rock. Today, Mexamerica is a veritable promised land for Anglos elsewhere on the continent, for nowhere is economic growth proceeding more rapidly. But problems exist. The twin obsessions of everyone are "Where will our *water* and *power* come from?" The largest cities in Mexamerica tend to be centerless and totally dependent on technology. The plight of migrant workers and Chicanos continues to defy solution. The Southwest is already what the entire U.S. is becoming: a place where the largest minority population is Spanish-speaking.

THE ISLANDS is the name of a region that includes South Florida, hundreds of Caribbean islands, and even the northern reaches of Colombia and Venezuela. For decades, South Florida looked northward for its future, but the flood of Cuban refugees in the 1960s changed all that. Now you hear Spanish spoken more often than English in Miami; it, Ft. Lauderdale, and Palm Beach are among the fastest growing cities in North America. The economy of The Islands is centered in Miami, and is focused on the illegal drug traffic and on trade with and tourism from Central and South America. The Miami *Yellow Pages* include 80 pages of import-export listings alone! In terms of population, of course, enormous diversity prevails; Cubans and other Spanish-speaking immigrants have made their influence felt in a wide variety of enterprises. The President of Ecuador summed it all up when he once commented: "Miami has become the capital of Latin America."

ECOTOPIA is a region of natural beauty, high quality of life, and deep commitment to ecological issues. Most of the land slopes too steeply for agriculture, but timbering is a major industry. The motto "Small is beautiful" is widely believed by the people here; they are not in favor of rapid growth, and many vigorously oppose projects that potentially threaten the environment such as nuclear plants and LNG facilities. "Appropriate technology" projects to conserve energy and resources are being developed, and alternative lifestyles are being tried in Ecotopia. Yet, this region also is the home of "Silicon Valley" (in Northern California), where dozens of firms are turning out semiconductors and other high technology products, and of some of the world's largest aircraft and aluminum plants (which use the region's hydroelectric power). The population is Anglo in origin, but trade with Asia is booming. In sum, Ecotopia is the region where the future already is happening.

THE EMPTY QUARTER covers 25% of the area of North America, but is home to 4% of its population. It's the kind of place you picture when you think about "The West": high, dry, wild, the home of pioneers and cowboys. All this is changing. The Empty Quarter is sitting on enormous reserves of coal, oil shale, and important minerals. The old-timers here are facing a determined assault on their values. Increasingly, their widely-spaced antique small towns are being swamped by employees of some of the biggest and technologically most sophisticated corporations in the world. But these newcomers face problems. Development requires water, but almost none can be found. Development creates pollution, but the region is extraordinarily clean and beautiful. Finally, all those resources lie hundreds, even thousands, of miles away from the companies that really need them. The Empty Quarter, it seems, is a region with an uncertain and possibly chaotic future.

HAWAII lies in the Pacific Ocean, 2400 miles from both Ecotopia and Alaska. Grass skirts and leis are superficial features of its culture. It's true that sun, surf, and sand about here (tourism is the number one industry), but the place is more interesting than that. For Hawaii is the only state in the U.S.A. where people of European descent are a minority in population *and* in power. Asians and Asian-Americans account for two-thirds of the permanent population; Japanese are at the top of the pecking order, with *haoles* (Anglos) in second place. Hawaiians take pride in their ethnic diversity, yet ethnic tensions do surface occasionally and cultural gulfs divide first, second, and third generations of any ethnic strain. Prices are astronomical in Hawaii, partly because it is 92% dependent on foreign oil for energy. But the possibilities for developing alternative sources of energy are enormous. Hawaii is a multiethnic society with vast growth potential.

ALASKA could be considered part of The Empty Quarter, but it's different enough to have its own classification. It is larger than Texas, drier than the Sahara Desert, and less than 1% of its land is privately owned. Alaskans are younger than people anywhere else on the continent except Mexico; very few Anglos who live there were born there. Many Alaskans own heavy equipment (such as bulldozers) because of the huge scale of the place, and they save just about everything because, in a place like *this*, who knows when something's going to come in handy. Alaskans value nonchalance in the face of exotic circumstances, and refer (disparagingly) to the rest of the world as "Outside." The oil boom has brought Anglos and Innuits (the natives) into sustained contact, and they have had to work out their differences. (The Innuits own a considerable amount of the state's wealth.) Alaska is the last area in North America where the frontier exists, where a fresh start is possible.

The chart below provides information about the relative consumption of certain food (and in one case, non-food) products during the mid-1970s in the four major regions of the continental United States. (Note that these four regions bear no relationship to the regions developed by Garreau.) The numbers in the chart are "indexes." An index number of 1.00 represents exactly the national average in the consumption of the designated item. An index of 2.00 indicates consumption of an item at a rate twice the national average; an index of 0.50 indicates consumption at a rate half the national average; and so forth.

Do you feel that these indexes are reasonably accurate for your home region? Do you think that the indexes for the region where you will be hosted tell you anything useful about the people there?

PRODUCT	REGION			
	Northeast	North Central	South	West
white flour	0.46	0.89	1.72	0.74
corn meal	0.35	0.53	2.33	0.40
refrigerated bakery products	0.44	0.83	1.78	0.74
veal	2.31	0.55	0.52	0.57
lamb, game	1.83	0.58	0.45	1.34
buttermilk	0.29	1.60	0.82	1.46
chocolate milk	0.46	1.00	1.45	1.03
yogurt	1.56	0.66	0.60	1.37
fresh pears	1.58	0.87	0.57	1.09
dried beans	0.40	0.68	1.73	1.11
shortening/lard	0.50	0.89	1.68	0.74
carbonated water	1.87	0.64	0.70	0.83
cole slaw	1.44	1.00	0.85	0.60
potato chips	0.71	1.32	0.95	1.03
baking chocolate	0.75	1.43	0.70	1.23
chewing tobacco & pipe tobacco	0.62	0.98	1.47	0.80
rice	1.25	0.49	1.15	1.14
bread other than white	1.15	0.98	0.63	1.40
apple juice/cider	1.19	0.64	0.83	1.54

Source: *Consumer Expenditure Patterns* (The Conference Board, 1978)

A VIEW FROM ABROAD

[Americans often make a] curious impression . . . upon the minds of outsiders -- an impression of simplicity merging into naïveté, of directness verging upon ingenuousness, and of youthfulness which is sometimes hard to distinguish from what the outsiders conceive of as immaturity. This impression is made deeper by the very sentimental character of many Americans, who have not been dragooned like the British into concealing their often profound emotional feelings by maintaining a stiff upper lip. The skin of American "toughness" is perhaps thinner than that of English reserve, and passion will keep breaking through.

As the years pass and as the American experience becomes more worldly, in some ways more painful, and more like that of others, a change is taking place and skepticism and cynicism are strengthening their hold. But curiously, even now, it is frequently American innocence which makes the strongest impact on the European visitor, as in American myth it ought to be: the freshness, straightforwardness, and vigor . . . are the real charisma of America.

For it would be the grossest misrepresentation to think of its undoubted, and at bottom undoubtedly salutary, concern for material things as being the only, or even perhaps the dominating, feature of the American way of life. To put it at its lowest level, America is not only the richest nation in history, but the most generous -- and this is not a simple cause-effect relationship. When Adam Smith talked of the self-interest of the butcher and the baker, he went on to say, "We address ourselves, not to their humanity but to their self-love. . . ." In business this may be true in America, but in social life nothing could be farther from the truth. American individual hospitality and kindness give it the daily lie.

Source: H.C. Allen, *The United States of America: A Concise History*, London (Ernest Benn Ltd., 1964). This book is a text that has been widely used in Rhodesia (now Zimbabwe).

Imagine that you are one of your host parents. What is a *positive* expectation that you have about the AFS student you are about to receive into your home?

Imagine that you are one of your host parents. What is a *negative* expectation that you have about the AFS student you are about to receive into your home?

Imagine that you are your host sibling nearest in age. What is a *positive* expectation that you have about the AFS student who will soon share your family life?

Imagine that you are your host sibling nearest in age. What is a *negative* expectation that you have about the AFS student who will soon share your family life?

- CASE STUDY # 1: Sue's parents settled just north of San Francisco after their marriage because they had been attracted by certain traits of the people there -- their liberal political views, sense of social and personal experimentation, and relaxed pace of living. Sue's parents weren't "hippies," but they did share the broadmindedness and interest in the unconventional that is associated with people of that type. Thus, as Sue grew up, she had been made to observe relatively few limits.

  As a U.S.A. Program participant, Sue found herself on a farm in Pennsylvania. Her host family, she soon discovered, seemed hemmed in by limits on all sides. They couldn't leave the farm for more than a few hours because the animals had to be fed. A round of daily, monthly, and seasonal chores -- beginning at 4:30 in the morning -- enslaved them to clock and calendar. They were not only conventional and conservative in their outlook on life, but also devoutly religious in a way that Sue, at first, found impossible to comprehend.

  The abrupt change in values and lifestyles was almost too much for Sue. Somehow, she persisted. Perhaps it wasn't grit and determination that got her past that first month on the farm, but rather that she began to notice that this limited, conventional lifestyle *worked* for her family. Taken on their own terms they were good people, proud of their contribution to community and society, satisfied with their lot in life, and skillful at what they did. *They* didn't view their lives as limit-ridden. Even their religious beliefs served them well and made sense in the total context of their lives. In time, Sue developed a real feeling of admiration for her hosts.

- CASE STUDY # 2: George loved children, but he didn't have any younger brothers or sisters. When his Aunt Fran came to visit with her brood in tow, George quite happily entertained and romped with them throughout the day. Applying for the U.S.A. Program, George requested a host family with small children.

  He got exactly what he wanted -- a family with three boys, the oldest five, the twins two and a half. They were intelligent kids, curious about everything . . . and *into* everything in the house. The were noisy, full of mischief, and seemingly possessed of an inexhaustible store of energy. George loved it! He got them up in the mornings (if they didn't get him up first) and played with them every evening before supper. On the weekends, he often did projects with them or took them on excursions.

  George's host mother was a well-educated professional woman who had deliberately chosen to interrupt her career to be a full-time mother to the boys. George respected her for that. What he couldn't get used to was the way she seemed to ignore him (and her husband) in the evenings. As soon as the boys were in bed, she disappeared into her room, curled up in a comfortable chair, and lost herself in an escapist novel. She seemed impervious to all but the most determined interruption. Gregarious George found this hard to take. But he tried to understand by putting himself, mentally, into her shoes. And he began to appreciate that an *entire* day -- day after day -- with those kids would be enough to exhaust just about anyone. For George, the boys were a diversion. For his host mom, they were a full-time responsibility, one that stretched her willingness and ability to deal with people to its limits by day's end. George decided to respect his host mother's need for solitude in the evenings.

- CASE STUDY # 3: Betsy's family always had lived in the same community, and many of Betsy's classmates had been her friends for ten years or more. The U.S.A. Program was right for Betsy because it enabled her to see another part of the world without being separated from her friends for too long.

  In her host community, Betsy found that for the first time in her life she was an outsider. Sure, a few of her new classmates had introduced themselves, and faces in the school hallway began to look familiar. People smiled and said hello as they passed. *But all this was terribly superficial.* Would anyone miss her if she vanished from the face of the earth? Something had to be done; Betsy couldn't bear a semester without friends.

  Betsy thought her problem through carefully. *If they won't go beyond the polite formalities*, she reasoned, *then I will.* It wasn't easy. She never had thought about making friends before; friends always simply had *been* there. But, as she thought about it, it seemed that taking the initiative was only the first step. Being friendly wouldn't be enough; she had to be prepared to *be* a good friend, too -- cooperative, trustworthy, and reliable. And she would have to be careful not to slip over into being merely demanding and clinging toward others. So Betsy began by identifying a few classmates who, in some intuitive way, seemed "her kind of people." She went out of her way to walk with them in the halls; she sought them out in the cafeteria; she joined a couple of extracurricular activities in which they were involved; and she made a point of asking them to "show her the ropes" about the school. In most cases, her approach worked. By the end of the semester, she was as attached to several new friends as to her old friends back home.

- CASE STUDY # 4: Gloria was fascinated by "beautiful people." She read both *Teen* and *Seventeen* magazines, and she spent a lot of time doing Jane Fonda's exercises, caring for her clothes and hair, and generally keeping herself one of the most attractive girls at her high school.

  As a U.S.A. Program participant, Gloria became a member of a host family with two children, Jane and Bob. One thing about her host siblings struck Gloria from the moment she first saw them -- they were anything but beautiful. Bob had endured several operations to correct a hairlip, but the defect still was noticeable. Jane was . . . well, not exactly *fat*, but overweight and definitely not a fashion-plate. What's more, neither of them seemed very interesting. Bob was obsessed with fire fighting, and spent most of his time at the local volunteer fire department. Jane was a "special" education student at the high school, and Gloria knew what *that* meant. Even though she felt guilty about it, Gloria thought to herself: *A whole semester with these two?!*

  But something intervened that Gloria hadn't counted on. Jane and Bob really seemed to like having her around. They didn't seem threatened by her beauty and intelligence; rather, they were devoted to helping her feel at home in the school and community, and to sharing with her portions of their lives that they thought she might find interesting and enjoyable. They respected Gloria for what she was. And before very many weeks had passed, Gloria found herself accepting Bob and Jane *on their own terms*, valuing them as friends and siblings in a way that would have been inconceivable to her on the day she met them. By the time the semester was over, a strong bond of mutual respect had developed between Gloria and her host siblings, and Gloria recognized that she had learned something useful from them about human relations.

My group came up with this list of personal characteristics and interpersonal skills that seem a good basis for success as an intercultural sojourner:

1.

2.

3.

4.

5.

6.

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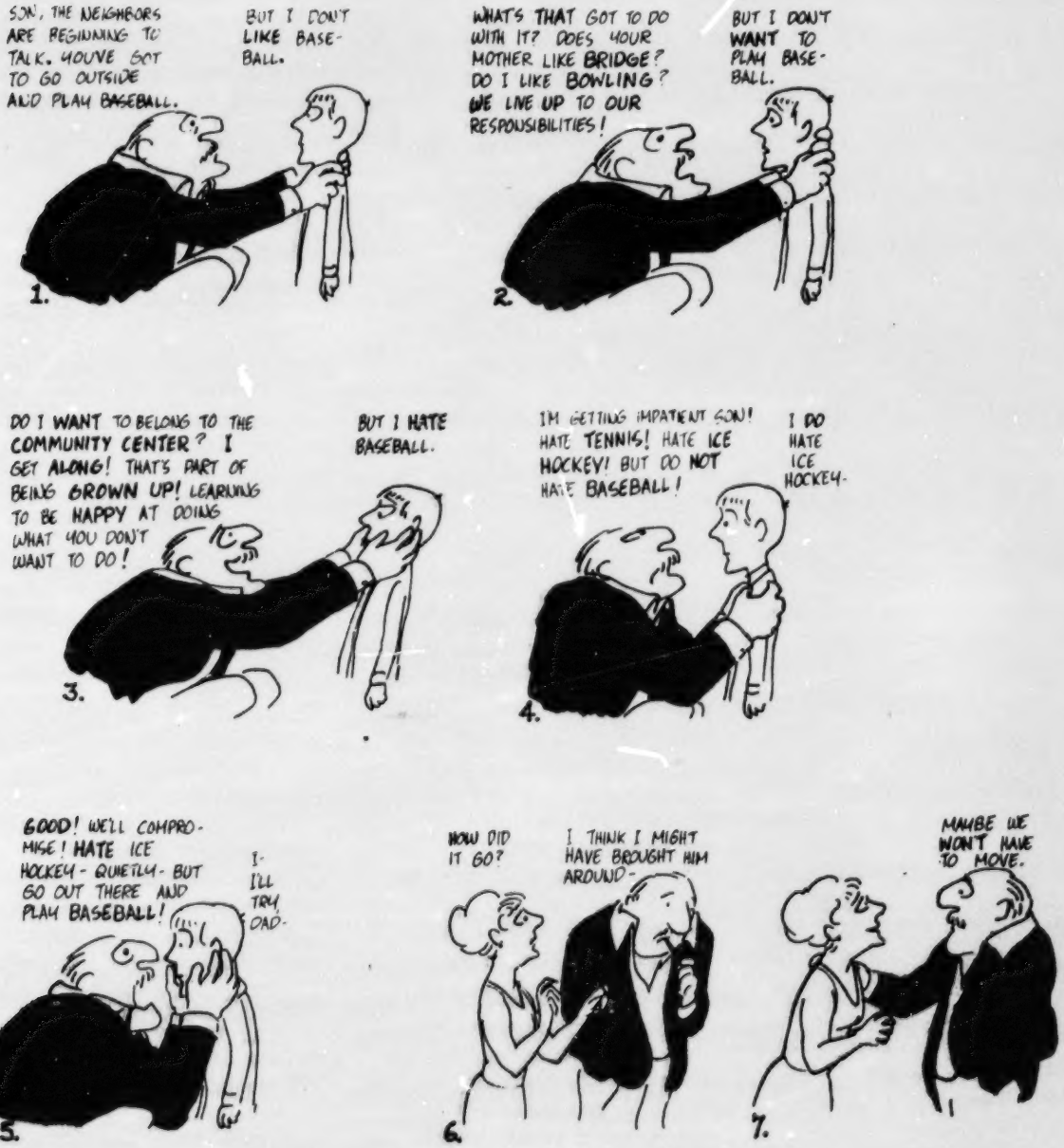
JULES FEIFFER ON AMERICAN LIFE


SON, THE NEIGHBORS ARE BEGINNING TO TALK. YOUVE GOT TO GO OUTSIDE AND PLAY BASEBALL.
BUT I DON'T LIKE BASE-BALL.
1.
WHAT'S THAT GOT TO DO WITH IT? DOES YOUR MOTHER LIKE BRIDGE? DO I LIKE BOWLING? WE LIVE UP TO OUR RESPONSIBILITIES!
BUT I DON'T WANT TO PLAY BASE-BALL.
2.
DO I WANT TO BELONG TO THE COMMUNITY CENTER? I GET ALONG! THAT'S PART OF BEING GROWN UP! LEARNING TO BE HAPPY AT DOING WHAT YOU DON'T WANT TO DO!
BUT I HATE BASEBALL.
3.
I'M GETTING IMPATIENT SON! I HATE TENNIS! HATE ICE HOCKEY! BUT DO NOT HATE BASEBALL!
I DO HATE ICE HOCKEY.
4.
GOOD! WE'LL COMPRO-MISE! HATE ICE HOCKEY - QUIETLY - BUT GO OUT THERE AND PLAY BASEBALL!
I-I'LL TRY DAD.
5.
HOW DID IT GO?
I THINK I MIGHT HAVE BROUGHT HIM AROUND -
6.
MAYBE WE WON'T HAVE TO MOVE.
7.

Source: Jules Feiffer, *Hold Me!*, New York (Random House, 1960).

LEADER'S GUIDE

for

Preparing for an American Adventure

U.S.A. Program Regional Orientation

ARRIVAL ACTIVITY

Leader's Guide

Goals:

1. To provide a supportive environment for participants immediately upon their arrival at the orientation site
2. To introduce group members to each other and to the leader
3. To facilitate "settling in" at the orientation site
4. To establish a group atmosphere conducive to learning
5. To convey specific information and answer immediate questions

Materials:

1. *Preparing for an American Adventure* (one per student)
2. Group member list (two copies)
3. Site map

Time Required: 1 to 1½ hours, structured as follows:

PART I	PART II	PART III
Introductions	Information and Questions	Site Tour
20-30 minutes	20-30 minutes	20-30 minutes

PART I: INTRODUCTIONS

STEP 1 Group Leader Self-Introduction

Begin by introducing yourself and explaining how you came to be involved with AFS. If you are a returnee, describe a few of the high points of your AFS experience and of your adjustment to it.

STEP 2 Group Members' Introductions

Give the members of your group the opportunity to be introduced. Here are three ways of doing this. You may be familiar with other ways of

enabling members of a group to introduce themselves; you may make use of any method with which you are comfortable.

Option 1: Straight Introductions

Each student introduces himself or herself in turn. Each should be encouraged to state not only his name, but also something about his family and his hometown or home area. You might, for example, ask each student to explain what is really distinctive about his hometown or home area.

Option 2: Round-Robin Introductions

Each student introduces himself or herself in turn, names his home state, and mentions one typical characteristic of that state or of people from that state. The student then repeats the first name, home state, and typical characteristic of each student who was introduced before him. This becomes quite challenging for those who introduce themselves last, but is a great aid to breaking the ice and to helping everyone remember each others' names. Show that you are a good sport by going last.

Option 3: Paired Introductions

The students are divided into pairs. Each student interviews his partner for a few minutes. After seven or eight minutes of talk between the partners, the group is called back to order and each student introduces his partner to the group. Of course, these introductions should include more than merely name and state.

PART II: INFORMATION AND QUESTIONS

STEP 1 Distribution of *Preparing for an American Adventure*

Pass out one copy of *Preparing for an American Adventure* to each student. Immediately direct the students to fill in the information required at the top of page 1 (name, building, group leader, and so forth).

STEP 2 Discussion of *Preparing for an American Adventure*

Ask the students to flip through *Preparing for an American Adventure*. Tell them a little about the activities they will participate during the next day and a half. Emphasize that it is important for them to bring the booklet with them to all group meetings.

STEP 3 Information about the Orientation Schedule

Review in detail the schedule for the remainder of the orientation program. Have the students enter this information into the appropriate spaces in the middle of page 1 of their booklets.

STEP 4 Information about Onward Travel Arrangements

At a minimum, mention the time for departure and inform the students about the location at the orientation site where they can obtain detailed travel information. To the extent that more specific information is available for individual students, mention it at this time.

STEP 5 Information about Baggage Weight and Size Restrictions

Remind the students about the size and weight restrictions that apply to domestic travel. Size and weight allotments may vary with the airlines, so specific questions may have to be referred to the travel representative on site. Strongly encourage students who have baggage that is too large or too heavy to take immediate corrective action.

STEP 6 Other Questions about Travel

Determine whether any member of your group has additional questions or problems relating to onward travel. Be sure that each student either has his onward travel ticket or knows when and where he will receive it. Assist any student with travel problems.

STEP 7 Other Questions

Invite the students to ask any questions, or to raise any problems, that they may have at this time. Be sure that all students have received papers describing their host family, and assist any student who has not received these papers.

STEP 8 Completing the Group Member List

Before departing on the site tour, complete in duplicate your group member list. You (the group leader) should print or *legibly* write the names on this list; do not pass it around the group. Be sure to return the list to the Orientation Director.

PART III: SITE TOUR

STEP 1 Tour the Orientation Site

Lead the members of your group on a tour of the orientation site. Be sure to include locations that are of major importance, or that may be required in an emergency, such as

1. your room
2. general assembly room
3. cafeteria
4. Orientation Director's office
5. resource room
6. nurse's room
7. departure location
8. group meeting room or location

U.S.A. Program Regional Orientation

EXPECTATIONS

Leader's Guide

Goals:

1. To give the students an opportunity to discuss their positive and negative expectations about the upcoming experience
2. To identify expectations that are unrealistic, and to attempt to change these so that they are more nearly in line with what is likely to occur
3. To provide a second opportunity for students to ask questions and to share problems, uncertainties, and fears, and to deal directly with all these concerns
4. To emphasize the expectations AFS has of participants
5. To leave the impression on students that AFS is supportive and helpful and fully competent to handle their concerns

Materials:

1. Flipchart or blackboard
2. Marking pen or chalk (for group leader)
3. Pencils (at least one per student)
4. *Preparing for an American Adventure* (in students' possession)

Time Required: Approximately two hours, structured as follows:

PART I	PART II	PART III
Students' Expectations	Students' Questions and Problems	AFS's Expectations
60 minutes	45 minutes	15 minutes

PART I: STUDENTS' EXPECTATIONS

STEP 1 Introduction of the Expectations Exercise

Explain that the way one reacts to and adjusts to a new experience is determined to a considerable degree by his prior expectations. If one's expectations are realistic, reactions are likely to be more

moderate and adjustment is likely to occur more rapidly and completely. *This exercise can be successful only to the extent that group members are completely candid in expressing their expectations openly and fully.*

STEP 2 Listing of Expectations in *Preparing for an American Adventure*

Ask the students to open their copies of *Preparing for an American Adventure* to page 4. Explain that at this time they will complete the first two portions, located at the top and middle of this page. *Each student is to work alone.*

Allow between five and ten minutes for the students to complete these portions of page 4, concerning positive and negative expectations.

STEP 3 Small Group Discussions

Divide the students into groups of three or four members. Assign each small group a location in which to hold its discussion.

Explain that the small groups will discuss the positive expectations that each member has listed for about ten minutes, then will discuss the negative expectations that each member has listed for about ten minutes. The purpose of these discussions is to select two positive and two negative expectations that they feel are especially important, and that they will share with the whole group later on.

Allow approximately twenty minutes for the small groups to discuss their expectations. Be available to join in any group's discussion if the members ask you to do so.

STEP 4 Reports by the Small Groups

Call the small groups back together. Ask each group, in turn, to state the two positive and two negative expectations that it has identified as being especially important.

As each expectation is mentioned, list it (in as few words as possible) on the blackboard or flipchart. You probably will want to divide this list into two parts, one headed POSITIVE and the other headed NEGATIVE.

Some students will be eager to discuss certain items as they are listed. You will have to use your judgement regarding whether to insist that discussion await the completion of the lists on the flipchart or blackboard, or whether to allow discussion to get under way immediately. If you choose the latter course, *be sure to give every group a chance to report*; don't allow the discussion to become so animated that one or two small groups are given insufficient time.

STEP 5 General Discussion

Open the floor for a general discussion about the positive and negative expectations that have been listed on the flipchart or blackboard.

As group leader, your most important responsibility in this discussion is *to identify (or encourage students to identify) those expectations that are unrealistic, that is, that are too positive or too negative.* You must also help the students to replace these unrealistic expectations with revised expectations that are more realistic.

In addition, as a group leader, you also are responsible for . . .

1. insuring that no one topic of discussion dominates the others, and that all items on your list receive some attention;
2. insuring that no individual dominates the group, and that all members of the group have an opportunity to express themselves;
3. answering questions and dealing with problems and concerns of group members as they arise during the discussion; and
4. bringing the discussion to a close in time to allow the other portions of this exercise to be fully carried out.

HELPFUL HINT: You may wish to think *in advance* about how you might respond if students in your group express the following expectations:

1. This U.S.A. Program isn't really a challenge; it's not really a true AFS experience like the kids have who go abroad. It'll be easy to adjust. I don't expect to get much out of it.
2. What can you accomplish in one school semester? I'm worried that I'll just begin to get friendly with people and integrated into the life of my host school -- then I'll have to leave.
3. Wow! I'm going out West. All the pictures I've seen of the West are so beautiful. I can't wait. I'm going to see *everything*.
4. My host family looks great. But what if they don't like me? What if my host brother/sister doesn't want to be my best friend?
5. I'm looking forward to being an important person in my host community. At home I sort of got lost in the crowd, but I'll be new and different in my host community. For once I'll be special.

STEP 6 Summarizing Exercise

Direct the students' attention to the bottom of page 4 of their handbook. There space is provided for them to explain how one or two of their expectations were made more realistic as a result of the discussions that have just ended.

Ask the students to complete this portion of page 4, *working alone*. Give them about five minutes to complete this task. It is not necessary for anyone to share what he or she has written with the others.

PART II: STUDENTS' QUESTIONS AND PROBLEMS

STEP 1 Introduction of the Questions and Problems Exercise

Explain that a major purpose of the entire orientation program is for each student to leave the orientation site with *no questions or problems that can be answered or resolved by the orientation staff.* In addition, it is important that each student have a clear idea in his or her mind about what is probably going to occur over the next few days, weeks, and months. The purpose of this exercise is to deal with all questions, problems, uncertainties, and fears that may still be lurking in their minds.

STEP 2 Listing of Questions and Problems

Direct the students to page 5 of *Preparing for an American Adventure.* Explain that at this time they will write whatever questions, problems, uncertainties, or fears they may have now. They should use one, two, or three boxes as needed, leaving blank the space for "The answer." *Each student is to work alone.*

Allow between five and ten minutes for the students to complete these portions of page 5.

STEP 3 Discussion of Questions and Problems

Ask each student in turn to read or describe to the group his or her first question or problem. When a student has related his question, immediately ask whether others have the same or similar questions. If others do, ask whether they see the question in terms that are identical to those used by the student who stated it originally, or whether they have a different perspective on it.

When a given question or problem has been described and defined by all who share it, write it on the blackboard or flipchart.

After a question or problem has been written by you, proceed to deal with it. There are four ways in which you may do this:

1. provide the answer or solution yourself, or
2. encourage group participation in arriving at a likely answer or solution, or
3. promise those who've raised the question that you will find out the answer and that you'll get back to them before they leave the orientation site, or
4. direct those who've raised the question to the appropriate person at the orientation site who will be able to answer it.

Continue in this way until all questions and problems have been dealt with. Suggest that the students complete "The answer" in the appropriate boxes as answers and solutions are provided.

STEP 4 Final Exercise

Direct the students' attention to the bottom of page 5, where the box is headed "A question someone else had that I hadn't even thought of." This space is provided so that in their handbooks they can have a complete record of the important questions that have been resolved through the group's discussions.

Ask the students to complete this portion of page 5, *working alone*. Give them about five minutes to complete this task. It is not necessary for anyone to share what he or she has written with the others.

PART III: AFS'S EXPECTATIONS

STEP 1 Introduction to the AFS's Expectations Segment

Explain that AFS also has certain expectations of students who participate in its programs. These expectations may be thought of as including both general guidelines and specific rules.

Indicate that you, as group leader, will now tell the students what the general guidelines and specific rules are. Questions will follow.

STEP 2 General Guidelines for AFS Students

1. AVAILABILITY OF HELP: A unique and important aspect of the AFS organization is that individuals are always ready, willing, and able to help students when they need it for any reason. *AFS expects students to ask for help whenever they feel it is necessary.* There are three levels of help available to each student:
   a. The host parents
   b. The local AFS chapter: student-family liaison or chapter president in most cases
   c. The district or area representative

   Each student will meet these people soon after arriving in their host community, and should make a note of phone numbers, etc.

2. FAMILY EXPERIENCE: The AFS experience is a family and community experience. *AFS does not expect host families or chapters to take students on long trips or excursions.* Some students may be treated to such journies, but no one should expect them to occur.

3. SCHOOL PARTICIPATION: Participation in the life (academic and extracurricular) of the host school is an important feature of an AFS experience. *AFS expects students to take school participation seriously, that is, to study diligently and to join wholeheartedly in extracurricular activities.*

4. TAKING THE INITIATIVE: Although AFS people in the host community may look our for the student and see that he or she is introduced to others, the student bears considerable responsibility for seeing that he gets to know as many people as possible and becomes involved in their daily lives. *AFS expects the student to take the initiative in meeting people and making friends.*

5. COMMUNICATING OPENLY: Open, full, and frank communication with others is a good way to avoid misunderstandings, and to resolve interpersonal problems when they arise. *AFS expects students to communicate openly with others, especially with host family members and AFS volunteers in the community.*

Ask the members of the group whether they have any questions or comments about these five general guidelines.

STEP 3 Specific Rules for AFS Students

There are only three specific rules, and they are rigidly enforced. Every year students are sent home as a result of their breaking one or more of these rules . . . even for first offenses.

1. NO DRIVING: Absolutely no driving of any motorized vehicle on any type of highway, road, or other public thoroughfare. For types of driving that may not seem to be covered by this prohibition, consult with your chapter president in your host community.

2. NO DRUGS: Absolutely no drugs with the exception of those prescribed by physicians, dentists, or other medical professionals.

3. NO HITCHHIKING: No exceptions.

Ask the members of the group whether they have any questions or comments about these three specific rules.

STEP 4 Wrap-up of Entire Session on Expectations

State again that a major purpose of the entire orientation program is for each student to leave the orientation site with no questions or problems that can be answered or resolved by the orientation staff.

Remind the students that you and the other orientation staff members are present at the orientation site to help them deal, *at any time*, with any questions, problems, or other needs that may arise.

U.S.A. Program Regional Orientation

THEME AND VARIATION IN AMERICAN LIFE

Leader's Guide

Goals:

1. To increase the students' awareness that the United States has a distinctive culture of its own
2. To increase the students' awareness that American cultural patterns (or "themes") vary from place to place
3. To emphasize goal #2 by giving the students an opportunity to compare their respective home communities with respect to a number of widely recognized American cultural themes
4. To awaken in students the expectation that their host communities will differ from their home communities in subtle but important ways
5. To provide the students with a working understanding of at least seven, and possibly ten, American cultural themes

Materials:

1. Flipchart or blackboard
2. Marking pen or chalk (for group leader)
3. Pencils (at least one per student)
4. *Preparing for an American Adventure* (in students' possession)

Time Required: Approximately two hours, structured as follows:

PART I	PART II	PART III
Seven Cultural Themes	Home Community Comparisons	Cultural Themes in Action
30 minutes	60 minutes	30 minutes

PART I: SEVEN CULTURAL THEMES

STEP 1 Introduction of "Theme and Variation in American Life"

Explain to the students that AFS sees the U.S.A. Program as holding a special *challenge* for participants due to the fact that the differences between their home and host communities will not be as striking and

obvious as in the case of students who go abroad. Subtle differences in the way people think and behave may be the most difficult to adjust to because they are the most difficult to perceive clearly.

The purpose of this activity is to help the students become familiar with a number of habits of thought and patterns of behavior that are characteristic of the American people as a group, *but that are likely to vary slightly from region to region, from community to community, and from person to person.*

In the first part of this activity, the students will read and discuss descriptions of seven "cultural themes" that are characteristically American, that is, that tend to distinguish Americans as a group from the people of many other cultures.

STEP 2 Reading and Discussion of Seven Cultural Themes

Direct the students' attention to the information on pages 6 and 7 of *Preparing for an American Adventure.* The objective, in general, is for them to read and understand this material, and to be able to ask questions or make critical remarks concerning it.

There are two ways in which you could structure this task:

Option 1: Read Everything, then Discuss

The students are directed to read pages 6 and 7, and to save their questions and comments until all have finished reading. This approach has the advantage of focusing questions and comments on those portions of the material that the students find the most questionable or most comment-worthy, and so will tend to help you stay within the suggested time-limit for Part I: 30 minutes.

Option 2: Read and Discuss Each Item in Turn

The students are directed to read the paragraph on "Assertiveness," and then to ask questions and offer comments about it. Then they proceed in the same fashion with "Informality," "Low Commitment to Family," and so forth. This approach has the advantage of insuring that the material is thoroughly understood and discussed, but is likely to cause you to use up more than 30 minutes for Part I.

HELPFUL HINT: Do not feel that you must defend the points of view about American life that are presented on pages 6 and 7 of *Preparing for an American Adventure.* Keep uppermost in your own mind two things: First, the descriptive statements on those two pages are *broad generalizations*, and, as such, are subject to all the "ifs, ands, and buts" that plague every generalization. Second (and more important), the whole purpose of "Theme and Variation in American Life" is to awaken students to the *cultural variations that exist within this one nation.* Thus, when students object that one of the statements isn't true, ask them to describe what *is* true in their region of the nation.

PART II: HOME COMMUNITY COMPARISONS

STEP 1 Introduction

Emphasize again that the purpose of "Theme and Variation in American Life" is to increase the students' awareness that typically American cultural themes can and do vary from place to place.

Point out that, in this discussion group, there are students from many different regions and communities in the United States. Consequently, the group is an ideal forum for comparing and contrasting different values and behaviors found in different parts of the U.S.A.

The purpose of this portion of "Theme and Variation in American Life" is to enable the students to compare and contrast their home communities with respect to the seven themes previously discussed.

STEP 2 Explanation of the Exercise

Direct the students to turn to pages 8 and 9 of *Preparing for an American Adventure*, and to read the directions at the top of page 8.

Expand upon, or highlight, these features of the directions:

1. A continuum has been developed for each of the seven themes; the continuum has *five* reference points, only *three* of which are provided with written descriptions. The other two -- (2) and (4) -- are intermediate between (1) and (3), and (3) and (5), respectively.
2. Within each continuum, the reference point identified as (4) is intended to represent the characteristic American approach that was described on pages 6 and 7.
3. Using the seven continua, the students should attempt to generalize about their own *home* community by circling the reference point that seems to most accurately describe the people who live there. Of course, no reference point is likely to be accurate in all respects; the object is to select the one that is the *best generalization*.

When the directions appear to be understood by all, instruct the students to complete pages 8 and 9. *Each student is to work alone.* Allow approximately 15 minutes, and not longer than 20 minutes, for this task.

STEP 3 Comparison of Students' Home Communities

At the close of the period allowed for the students to complete pages 8 and 9, open the floor for general discussion. The overall objective of the discussion period is for students to focus on the variations among their home communities in terms of both the seven cultural themes *and other important characteristics that may arise during the discussions.* Any way of structuring the discussion that achieves this end is acceptable. Here is one possible way in which to proceed:

1. On the flipchart or blackboard, write down the lefthand side the names of the seven cultural themes: Assertiveness, Informality, Low Commitment to Family, and so forth.

2. Across the top of the flipchart or blackboard (over the remaining space in the middle and to the right), write the five numbers that appear on each of the seven continua. The display at this point will have this general appearance:

	(1)	(2)	(3)	(4)	(5)
Assertiveness					
Informality					
Low Commitment to Family					
Exploitation of Nature					
Restlessness					
Success					
Time Consciousness					

3. Open the discussion period by polling the students with respect to the generalization they made about their home community for each of the seven cultural themes. For example, for "Assertiveness," how many identified their community as a (1), a (2), a (3), and so forth. Keep score by making hatch marks under the appropriate number and in the appropriate row. Do this rapidly; do not allow discussion.

4. The completed display now allows you to organize the discussion along lines that appear to be especially interesting or productive. For example, three possible points of departure are . . .

   a. to begin by discussing the cultural theme that shows the greatest degree of variation among represented communities, or

   b. to begin by discussing the cultural theme that shows the *fewest* number of choices of the "typically American" (4), or

   c. to begin by discussing the cultural theme that shows the greatest number of choices of (1) and (2), which are patterns of thought and behavior especially unusual in the U.S.A.

5. Once having gotten the discussion off to a good start, allow it to proceed naturally. Do not be overly concerned if the students discuss differences among their communities that are not exactly along the lines established by the seven continua. The object is for them to become more fully aware that *many kinds of differences exist*.

HELPFUL HINT: As the discussion proceeds, help the students keep in mind that there are also *sub-cultural differences within communities*. Recent immigrants are likely to have an outlook different from mainstream Americans, the elderly will be different from youth, men will be different from women, white-collar workers will be different from blue-collar workers, and so forth and so on.

PART III: CULTURAL THEMES IN ACTION

NOTE: If your discussions under Parts I and II have used up all the time that is available, treat Part III as a *brief "homework" assignment* that the students should complete before the next meeting of the group.

STEP 1 Introduction

Express the point of view that the identification of various "cultural themes" is a useless academic exercise unless the students develop the ability to see the themes operating in their day-to-day lives.

The purpose of the following exercise is to give the students an opportunity to practice relating cultural themes to events in their personal lives *here and now*. The focus will be on three different themes: Friendliness, Pragmatism, and Effort-Optimism.

STEP 2 Explanation of the Exercise

Direct the students to turn to page 10 of *Preparing for an American Adventure*, and to read the directions at the top of the page.

If the directions are not clear to all, note that the objective is simply to describe briefly in writing something that has happened *since the students arrived at the orientation site* that illustrates each of the three themes.

When the directions are understood by all, instruct the students to complete page 10. *Each student is to work alone.* Allow approximately ten minutes for this task to be completed.

Note that if time is short, you may wish to skip the individual writing portion of this exercise, and to jump directly into the discussion.

STEP 3 Discussion

Encourage the students to share what they've written with respect to each of the three themes in turn. The objective of the discussion is to help the students understand that the various cultural themes are not merely abstractions, but rather *culturally determined forces* that are played out in their individual lives day-by-day, moment-by-moment.

HELPFUL HINT: Because Americans value individualism so deeply, they tend to resist any suggestion that their actions are more or less determined by external forces such as cultural values. Be prepared for students to take exception to the point of view advanced here. If any do take exception, suggest that just as communities may vary from the characteristics that are typically American, so may individuals vary. Individualism is made possible through such variations, and through the particular "style" with which one performs the roles set for him by cultural forces.

STEP 4 Wrap-up of Entire Session on "Theme and Variation"

Point out that, ironically, the students probably have learned nothing new during this session. The habits of thought and patterns of behavior that have been discussed *were already, to some extent, part of the cultural heritage and behavioral repertoire of each student.* The purpose of the session was not to teach anything new, but rather to help the students *become aware of aspects of their thought and behavior that probably have been invisible to them in the past.*

Having become more consciously aware of a few of the cultural themes that underlie thought and behavior among mainstream Americans, the students should be better able to notice subtle differences between their home and host communities, and to adjust to those differences.

U.S.A. Program Regional Orientation

CHARACTERISTICS OF AMERICAN REGIONS

Leader's Guide

Goals:

1. To promote an extended exchange of information among the students concerning the differing characteristics of their home regions of the U.S.
2. To increase the students' awareness of the types of social, political, economic, and cultural differences they may find in moving from their home region to their host region
3. To familiarize the students with the opinions of someone who has thought a great deal about the characteristics of the regions of North America: Joel Garreau
4. To help the students conceive of the United States in a global -- or at least continental -- context
5. To help the students conceive of their U.S.A. Program experience as being truly "intercultural" in nature

Materials:

1. Flipchart or blackboard
2. Marking pen or chalk (for group leader)
3. *Preparing for an American Adventure* (in students' possession)

Time Required: 1½ to 2 hours, structured as follows:

PART I	PART II
Preparation	Discussion
30 minutes	60-90 minutes

HELPFUL HINT: The success of this exercise depends in some measure on the extent to which the students in each discussion group come from a variety of widely separated regions on the U.S.A. Efforts should be made to prevent students from the same community or from nearby communities from being in the same discussion group.

PART I: PREPARATION

STEP 1 Introduction of "Characteristics of American Regions"

Point out to the students that because they are in the process of moving from one region of the U.S. to another, the purpose of this exercise will be to find and use the best available resources about the characteristics of the various regions of the country. Fortunately, there are at this orientation site a large number of very good resource people on just this topic: *the students themselves!*

Explain that this exercise is divided into two parts. During the *first*, they will prepare by becoming familiar with the views of a journalist who has traveled extensively throughout North America, and who has written a book describing certain characteristics of a number of American regions. His descriptions of these regions will serve as a point of departure for the students as they think about the characteristics of their home region and other regions that they know well. During the *second* part of the exercise, the students will explain to each other the characteristics of the regions that they know best.

STEP 2 Familiarization with Garreau's Regions of the U.S.

Direct the students' attention to pages 12 and 13 of *Preparing for an American Adventure*. Ask them to read the information and directions at the top of page 13 and to examine the map on page 12. Allow about five minutes for them to complete this task.

Emphasize that the regions, or "nations," developed by Joel Garreau are unlike any they may have encountered in standard geography texts or elsewhere, and that they rarely follow state lines. Emphasize also that only one of Garreau's regions -- Dixie -- is contained completely within the political boundaries of the U.S.A. (In *Preparing for an American Adventure*, we have treated Hawaii and most of Alaska as though they were "nations"; these also are wholly within the U.S.)

Direct the students to determine, by looking at the map, in which of Garreau's regions their home community is located. They should also determine in which of the regions their host community is located. You may need to assist some of the students in making this determination. See page 6 of this Leader's Guide for a map with cities.

STEP 3 Reading Summaries of Garreau's Views on Certain Regions

Direct the students now to brief summaries of Garreau's descriptions of ten regions, which are found in the boxes on pages 13 through 15. The students should now read the summaries describing their respective home and host regions, plus any describing other regions with which they have some first-hand familiarity.

Allow not less than ten minutes, nor more than 15 minutes, for the students to study the descriptions in the boxes on pages 13-15. Fifteen minutes should be allowed in the event that most of the students are interested in reading all ten of the summaries.

While the students are completing their reading, prepare the blackboard or flipchart as follows:

	Home Region	Familiar Region	Host Region
New England			
The Foundry			
Dixie			
The Islands			
The Breadbasket			
Mexamerica			
The Empty Quarter			
Ecotopia			
Alaska			
Hawaii			

STEP 4 Creating a Structure for the Discussion

Using the chart illustrated immediately above, ask the students to identify the regions that they know about, or need to know about, making hatch marks under the appropriate column. Use the following definitions for this purpose:

"Home Region": In most cases, the region in which the student now lives. However, if the student has moved within the past year or two, the region formerly lived in may be best known and, to an extent, still identified as "home." In this case, that region should be identified as the Home Region.

"Familiar Region": Any other region with which the student is reasonably familiar because of previous residence, current (short term) residence, frequent visits, etc. Some students may identify more than one Familiar Region.

"Host Region": The region in which the student will be hosted during his or her AFS experience.

As soon as the chart is completed, you are in a position to determine the region or regions about which discussion is likely to be most productive. The most important consideration is *which regions are the ones in which the students will be hosted.* A region in which two or more students will be hosted, and about which two or more students

know a great deal (because it is "home" or "familiar") is an ideal one to focus on as the discussion begins.

By glancing at the chart, you probably will be able to identify several regions that should be topics of discussion during the remainder of this exercise. In fact, at this point you can lay out for the group the regions that should be discussed in the next hour or so, and thus you can give the group a "plan" for the discussion. For example: *"Well, it looks like we definitely need to talk about New England, The Breadbasket, and Ecotopia in the next hour because we've got people here who are going to be hosted there and people who know about those places."*

PART II: DISCUSSION

STEP 1 Getting the Discussion Going

Probably, little difficulty will be experienced in getting the discussion going; you may need to do nothing to kick it off. However, if the group seems not to know how to begin, intervene by asking those who call the region (the first one you've selected for discussion) "home" and those who are familiar with it to begin by reacting to the summary of Garreau's comments about that region. Some obvious questions at this point include:

"Do you think that Garreau is correct about this region?"

"Do you feel that Garreau has oversimplified matters?"

"Do you believe that Garreau has overlooked something important?"

"Do you think that Garreau is completely wrong about something?"

Another equally good way of getting the discussion about any particular region underway is to invite the students who are going to be hosted there to direct questions to the students who call the region "home" or are familiar with it.

STEP 2 Moving the Discussion Along

Remember that all the students in your group are going to be hosted *somewhere*, and that each should benefit from at least a little discussion about his or her hosting region. Your obligation, therefore, is to move the discussion along to new regions from time to time so that discussion of only one or two regions will not monopolize the time at your disposal.

It is quite possible that some students will be headed for a hosting region with which no one else in the group is familiar. In this case, you still have Garreau's summary description of that region, and you can spend at least a little time discussing it. *No hosting region should be left undiscussed at the end of this exercise.*

You should expect that the discussion will become, to some extent, a session in which various values and practices associated with all the regions represented will be compared and contrasted. As long as these points of contrast do not become focused on trivia, such a direction in the discussion should be tolerated. *The objective of this discussion is not to establish what is "truth" about any given region, but to awaken the students to the types of differences they can expect to encounter in moving from one region to another within the U.S.A.*

STEP 3 Optional Additional Discussion

If, for any reason, your group does not use up the allotted time in its discussions (as suggested above), you may direct their attention to page 16 of *Preparing for an American Adventure*. Here is found a chart with information about the relative consumption of certain products on a regional basis. (The regions are not those suggested by Garreau, although "South" is probably quite similar to his "Dixie.") The instructions at the top of page 16 include a definition of "indexes" as well as questions that may be useful in generating a discussion about information on the chart.

STEP 4 Wrap-up of Entire Session on "Characteristics"

Point out to the students that, during the past hour or two, they have made use of two excellent approaches to learning about and becoming adjusted to a new community. They have . . .

1. familiarized themselves with the point of view of an "expert" (in this case, Joel Garreau) with respect to the characteristics of the region in which the community exists,
2. consulted directly with people who are familiar with the region in which the community exists.

In short, they have consulted two kinds of resources: published and personal. This way of learning about their host community and region is one that they should continue throughout their U.S.A. Program experience.

Map with a few cities shown, for assistance in helping students determine which of the regions to identify as "home," "familiar," or "host."

U.S.A. Program Regional Orientation

SUCCESS AS AN INTERCULTURAL SOJOURNER

Leader's Guide

Goals:

1. To inform the students that two basic factors are believed critical to a successful intercultural experience: positive but realistic expectations, and skill in interpersonal relations
2. To provide an opportunity for the students to think empathetically about the expectations that their respective *host families* have concerning them and the sojourn experience
3. To encourage the students to think about ways in which their skills in interpersonal relations may prove useful in their adjustment to their new family and community
4. To inform the students that research findings confirm that four specific interpersonal skills -- flexibility, empathy, respect, and the ability to build relationships -- are useful in the successful adjustment of intercultural sojourners

Materials:

1. Flipchart or blackboard
2. Marking pen or chalk (for group leader)
3. Pencils (at least one per student)
4. *Preparing for an American Adventure* (in students' possession)

Time Required: 1½ to 2 hours, structured as follows:

PART I	PART II	PART III
Host Families' Expectations	Four Case Studies	Skills for a Successful Sojourn
35-45 minutes	35-45 minutes	20-30 minutes

PART I: HOST FAMILIES' EXPECTATIONS

STEP 1 Introduction of "Success as an Intercultural Sojourner"

Begin by noting the fact that the underlying purpose of this entire

regional orientation program is to increase the likelihood that each U.S.A. Program participant will be successful during his or her experience as an intercultural sojourner.

Explain that the meaning of *success* in terms of an intercultural sojourn is a topic of frequent debate when volunteers and staff members of AFS get together. A minimum definition of success in this context, however, probably includes at least . . .

1. the ability to adjust, *eventually*, to the different habits of thought and patterns of behavior that one encounters in the host community, and
2. the ability to profit from the sojourn experience in terms of increased knowledge, or accelerated maturity, or improved personal skills or characteristics, or in other ways.

Point out that two factors are believed to be critical to a successful intercultural experience are . . .

1. positive but *realistic* expectations, and
2. skill in interpersonal relations.

Much of what has happened already during the orientation program has been directed at helping each student build positive but realistic expectations. In fact, the exercises entitled "Expectations," "Theme and Variation in American Life," and "Characteristics of American Regions" all were intended to address the problem of expectations.

During this, the final orientation session, the students will think once more about expectations -- those of their host family -- and will then think about certain interpersonal skills that are likely to prove valuable to them as intercultural sojourners.

STEP 2 <u>Imagining the Expectations of Host Family Members</u>

Direct the students to turn to page 18 in *Preparing for an American Adventure*. This page encourages them to imagine a few of the positive and negative expectations that members of their respective host families have about them (the students) and about their sojourn in the home.

Explain that in completing this page, the students will be making use of a valuable interpersonal skill: *empathy*. Empathy is the ability to put yourself, mentally, in another person's shoes. Empathy is not based wholly on emotion, but involves rational thought based on whatever is known about the situation at hand. Most of the students already know something about their host families through telephone chats or exchanges of letters, and they should make use of this knowledge in completing page 18.

Ask the students now to complete page 18. *Each student is to work alone*. Allow between five and ten minutes for them to complete this task.

STEP 3 Discussing the Expectations of Host Family Members

Ask the students, in any convenient order, to share what each one wrote regarding the *positive* expectation of one of their host parents. Jot these down on the blackboard or flipchart as they are called out by the students. When an expectation is added that is similar to one previously listed, indicate its repetition with checks or hatch marks. If appropriate, spend a few minutes discussing the similarities and differences of the positive expectations attributed to the host parents.

Continue as above with respect to the *negative* expectations of one of the students' host parents.

Continue as above with respect to the *positive* expectations of the host siblings nearest in age.

Continue as above with respect to the *negative* expectations of the host siblings nearest in age.

STEP 4 Summarizing the Host Family Expectations Exercise

Ask the students whether an appreciation of the probable expectations of the members of their respective host families can and should make any difference in their own attitudes and behaviors as they begin their sojourn.

Ask whether anyone will volunteer to explain how he or she intends to modify his behavior as a result of imagining the probably expectations of host family members. Discuss any explanations that are offered for the remainder of the 35 to 45 minutes allowed for Part I.

PART II: FOUR CASE STUDIES

STEP 1 Introduction of the Four Case Studies

Point out to the students that on pages 19 and 20 of *Preparing for an American Adventure* are four case studies concerning U.S.A. Program participants. Each of these case studies tells the story of a student who found himself in a certain type of difficulty during the sojourn experience, but who *successfully overcame this difficulty because he or she possessed and used, or learned to use, a certain interpersonal skill.*

Note also that one of the principal benefits that a student can derive from an intercultural experience is to discover that he or she possesses certain interpersonal skills, or to learn certain new interpersonal skills, as a result of having to face difficult interpersonal situations during the course of his or her sojourn.

The objective of this exercise is for the students to think together about the interpersonal skills that may prove useful in their adjustment to their new family and community.

HELPFUL HINT: You may or may not wish to share the following information with the students at this time, but it may be useful for you to know that the four case studies were written in an attempt to illustrate four *specific* interpersonal skills that were found through recent research to be valuable in the adaptation and effectiveness of intercultural sojourners. The problem with telling the students this at this time may be that the following exercise will degenerate into a guessing game. On the other hand, the students may take more interest in the exercise if they know in advance that the four case studies were written to illustrate the findings of a research team that was devoted to discovering skills the foster intercultural success. The identity and definition of the four skills will be revealed later.

STEP 2 Small Group Discussions

Divide the students into two groups of equal or nearly equal size. Assign Case Studies #1 and #2 to one of the groups; assign Case Studies #3 and #4 to the other group. Direct the groups to go to opposite sides of the room or, if possible, to separate rooms for the duration of their discussions.

Instruct each group to read and discuss the two case studies which it has been assigned. Each group is to return in about fifteen minutes. At that time, each group will be asked to report with respect to *each* case study the nature of the interpersonal skill(s) that the U.S.A. Program student used to overcome the difficulty in his or her sojourn experience. (This will entail also a brief recounting of the story told in the case study.)

Send the two groups to their respective places. Call them back after about fifteen minutes has elapsed.

STEP 3 Reports by the Small Groups

Ask one of the small groups to report on its first case study. Whoever gives the report should . . .

1. tell the story of the U.S.A. Program student as presented in the case study, and
2. mention the interpersonal skill or skills that helped the student deal with the difficulty that he or she faced during the sojourn experience.

As specific interpersonal skills are mentioned during the report, you should write them on the flipchart or blackboard.

Following the procedure above, ask the same small group to report on its second case study.

Involve the entire group in a discussion of the possible *similarities* between the skill or skills that arose out of the first case study and the skill or skills that arose out of the second case study. Is it possible to think of *one grand skill* that covers the ideas that arose out of both of these case studies?

Following the procedure above, ask the other small group to report on its first case study.

Following the procedure above, ask the same small group to report on its second case study.

Again, involve the entire group in a discussion of the possible *similarities* in the skills that arose out of the two case studies in this set. Is it possible to think of *one grand skill* that covers the ideas that arose out of both of these case studies?

STEP 4 Presentation of Research Findings

If you haven't done so already (see HELPFUL HINT on page 4, above), inform the group that the four case studies were written in an attempt to illustrate four *specific* interpersonal skills that researchers found to be valuable in the adaptation and effectiveness of intercultural sojourners.

The study that made this discovery was carried out by Frank Hawes and Daniel Kealey of the Canadian International Development Agency, and was reported in a document entitled *Canadians in Development: An Empirical Study of Adaptation and Effectiveness on Overseas Assignment*, published in 1979.

Hawes and Kealey identified these four interpersonal skills:

1. FLEXIBILITY: openness to the ideas and beliefs of others. Case Study #1 was intended to illustrate this skill.
2. EMPATHY: accurately perceiving the needs and feelings of others. (Hawes and Kealey called this "listening skill.") Case Study #2 was intended to illustrate this skill.
3. RELATIONSHIP BUILDING: making friends and keeping them; friendliness, trustworthiness, and cooperation. Case Study #3 was intended to illustrate this skill.
4. RESPECT: responding to others in a way that shows them they are valued. Case Study #4 was intended to illustrate this skill.

Note also that Hawes and Kealey, in the same study, concluded that *positive but realistic expectations* is another critical factor in the success of an intercultural sojourn.

PART III: SKILLS FOR A SUCCESSFUL SOJOURN

STEP 1 General Discussion about Skills for a Successful Sojourn

Open the floor at this time for a general discussion about various skills (and personal characteristics) that may promote individual success as an intercultural sojourner.

Some questions you could raise as a way of getting this discussion going include . . .

"How were the ideas you came up with as a result of reading the four case studies different from those of Hawes and Kealey?"

"Do you believe that Hawes and Kealey neglected an important interpersonal skill or personal characteristic, one that seems definitely to promise success for an intercultural sojourner?"

"Of all the skills and abilities and personal characteristics discussed during this session, which one strikes you as the single most important one for intercultural success?"

"How would you define 'success' with reference to an intercultural sojourn? What skills or personal characteristics would you need to possess in order to achieve success as you define it?"

"How have your personal ideas changed about your upcoming intercultural experience as a result of the discussions we've just been having about interpersonal skills and sojourn success?"

STEP 2 Wrap-up of the Entire Session on Sojourner Success

Ask the students to turn to page 21 in *Preparing for an American Adventure*. This page gives each student an opportunity to summarize, in writing, the discussions that have taken place during this session.

Direct the students to name and briefly define up to six interpersonal skills or personal characteristics that seem a good basis for success as an intercultural sojourner. Each student should write his private thoughts about this on page 21. No one will be asked to reveal what he or she has written as a part of this session (though they may wish to discuss what they have written with each other later on).

Ask the students now to complete page 21. *Each student is to work alone.* Allow between five to ten minutes for them to complete this task.

As each student completes at least three responses to page 21 and indicates that he or she has no more to write, allow them to leave the room individually and quietly.